

2022 Annual Implementation Plan

for improving student outcomes

Toolamba Primary School (1455)



Submitted for review by Heather Kennedy (School Principal) on 13 December, 2021 at 02:50 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Despite the impact of COVID-19, we have continued our focus on teaching and learning and driving student improvement. Through our PLCs we have developed a strong culture of working collaboratively to continuously improve teaching and learning. The teams use an inquiry cycle to measure the impact of their teaching and identify areas for professional learning. Teams meet on a weekly basis for their PLC, with dedicated time for middle leaders to meet. They collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices. The focus is on the learning that needs to happen across the classroom to drive student improvement. Through this approach teachers are able to continuously monitor the impact. It has also developed a culture
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	<p>of trust, quality relationships and individual and collective accountability.</p> <p>The Tutor Learning Initiative was monitored throughout the year by the School Improvement Team on a fortnightly basis. Data sets demonstrated that students involved in the initiative made strong growth.</p> <p>The High Impact Teaching strategies are built into our instructional model. There is strong evidence of systematic use of data to inform teaching and learning. High expectations are imbedded across the school to ensure a safe and orderly learning environment.</p> <p>Student voice and agency is included in leadership and learning to engage in the learning process. Despite the challenges of COVID-19 we have tried to ensure that communication is a high priority with parents and community members.</p>
<p>Considerations for 2022</p>	<p>Continue with the TLI and the monitoring of initiative by the SIT.</p> <p>Use the PLC cycle to drive improvement across the school in areas of Spelling, Numeracy</p> <p>Transition to NAPLAN online</p> <p>Teachers plan to do a learning walk during YCDI lesson to see LI and SC of class lesson.</p> <p>We will collect data on SVAL through the Student Voice and Leadership matrix, comparing our position from the start of the year to the end. Work through the Amplify Student Voice and Leadership Supplementary Activities.</p> <p>We will collect data on SVAL through the Student Voice and Leadership matrix, comparing our position from the start of the year to the end.</p> <p>We will explore ways to re-engage with parents, families, and the wider community in a COVID safe manner.</p> <p>Develop teacher capacity through targeted professional learning</p>
<p>Documents that support this plan</p>	<p>2021 Student Attitudes to School Survey.docx (0.03 MB)</p> <p>Naplan Growth.docx (1.4 MB)</p> <p>Pat Semester 2.xlsx (0.35 MB)</p> <p>spelling naplan.docx (0.28 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy outcomes for all students
Target 2.1	Increase the 2 year average of meeting or above benchmark growth for NAPLAN reading from 78 per cent (2018–19 average) to 90 per cent (2022–23 average).
Target 2.2	Decrease Teacher judgement below expected level in reading from 15 per cent in 2018 to less than 10 per cent in 2023.
Target 2.3	Decrease Teacher judgement below expected level in writing from 19 per cent in 2018 to less than 12 per cent in 2023.

Key Improvement Strategy 2.a Building practice excellence	Embed consistent and high-quality PLC processes and practices
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed a consistent approach to the teaching of literacy through the Instructional model
Key Improvement Strategy 2.c Building practice excellence	Build teachers capacity to be expert in literacy teaching and learning
Goal 3	To improve numeracy outcomes for all students
Target 3.1	Increase top two bands Year 3 NAPLAN numeracy from 59 per cent (2018) to 65 per cent (2023).
Target 3.2	Increase the 2 year average of meeting or above benchmark growth for NAPLAN numeracy from 89 per cent (2018–19 average) to 92 per cent (2022–23 average).
Target 3.3	Decrease Teacher judgement below expected level in number from 17 per cent in 2018 to less than 10 per cent in 2023.
Key Improvement Strategy 3.a Evaluating impact on learning	Develop teacher data literacy
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed a consistent approach to the teaching of numeracy through the Instructional model
Key Improvement Strategy 3.c	Embed consistent and high quality PLC processes and practices

Building practice excellence	
Goal 4	Empower students to be active members of a learning community
Target 4.1	Increase Staff opinion survey component Use student feedback to improve practice, from 85 per cent (2018) to more than 90 per cent (2023).
Target 4.2	Increase AToS Stimulating learning from 80 per cent positive in 2018 to 90 per cent positive in 2023. Increase AToS Student voice and agency from 73 per cent positive in 2018 to 85 per cent positive in 2023.
Target 4.3	Increase the percent positive endorsement in the POS for Student Agency and Voice from 82% (2019) to 90% (2023)
Key Improvement Strategy 4.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Empower students and build practices to track and articulate their learning
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING NAPLAN Reading Increase the % Grade 5 students in top 2 bands from 38.9% (2021) to 40% (2022). Decrease Teacher judgement below expected level in Reading from 11% (2021) to less than 10% (2022) Decrease Teacher judgement below expected level in Writing from 19% (2021) to less than 15% (2022) NAPLAN increase percentage of Grade 3 students in the top 2 bands in Numeracy 55% (2021) to 60% (2022)</p> <p>WELLBEING AtoSS Increase Life Satisfaction from 79% (2021) to 82% (2022) Increase Sense of Confidence from 80% (2021) to 84% (2022) Increase Resilience from 11 % (2021) to 20% (2022). Decrease the % of students having 20 or more days absent from 8% (2021) to 7% in 2022. Parent Survey: Increase Teacher Communication from 76% (2021) to 82% (2022)</p>

			Staff Survey Increase Shielding and Buffering from 79% (2021) to 82% (2022)
To improve literacy outcomes for all students	No	Increase the 2 year average of meeting or above benchmark growth for NAPLAN reading from 78 per cent (2018–19 average) to 90 per cent (2022–23 average).	
		Decrease Teacher judgement below expected level in reading from 15 per cent in 2018 to less than 10 per cent in 2023.	
		Decrease Teacher judgement below expected level in writing from 19 per cent in 2018 to less than 12 per cent in 2023.	
To improve numeracy outcomes for all students	No	Increase top two bands Year 3 NAPLAN numeracy from 59 per cent (2018) to 65 per cent (2023).	
		Increase the 2 year average of meeting or above benchmark growth for NAPLAN numeracy from 89 per cent (2018–19 average) to 92 per cent (2022–23 average).	
		Decrease Teacher judgement below expected level in number from 17 per cent in 2018 to less than 10 per cent in 2023.	

Empower students to be active members of a learning community	No	Increase Staff opinion survey component Use student feedback to improve practice, from 85 per cent (2018) to more than 90 per cent (2023).	
		<p>Increase AToS Stimulating learning from 80 per cent positive in 2018 to 90 per cent positive in 2023.</p> <p>Increase AToS Student voice and agency from 73 per cent positive in 2018 to 85 per cent positive in 2023.</p>	
		Increase the percent positive endorsement in the POS for Student Agency and Voice from 82% (2019) to 90% (2023)	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>LEARNING</p> <p>NAPLAN Reading Increase the % Grade 5 students in top 2 bands from 38.9% (2021) to 40% (2022).</p> <p>Decrease Teacher judgement below expected level in Reading from 11% (2021) to less than 10% (2022)</p> <p>Decrease Teacher judgement below expected level in Writing from 19% (2021) to less than 15% (2022)</p> <p>NAPLAN increase percentage of Grade 3 students in the top 2 bands in Numeracy 55% (2021) to 60% (2022)</p> <p>WELLBEING</p> <p>AtoSS</p>

	<p>Increase Life Satisfaction from 79% (2021) to 82% (2022) Increase Sense of Confidence from 80% (2021) to 84% (2022) Increase Resilience from 11 %(2021) to 20% (2022). Decrease the % of students having 20 or more days absent from 8% (2021) to 7% in 2022. Parent Survey: Increase Teacher Communication from 76% (2021) to 82% (2022) Staff Survey Increase Shielding and Buffering from 79% (2021) to 82% (2022)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	LEARNING NAPLAN Reading Increase the % Grade 5 students in top 2 bands from 38.9% (2021) to 40% (2022). Decrease Teacher judgement below expected level in Reading from 11% (2021) to less than 10% (2022) Decrease Teacher judgement below expected level in Writing from 19% (2021) to less than 15% (2022) NAPLAN increase percentage of Grade 3 students in the top 2 bands in Numeracy 55% (2021) to 60% (2022) WELLBEING AtoSS Increase Life Satisfaction from 79% (2021) to 82% (2022) Increase Sense of Confidence from 80% (2021) to 84% (2022) Increase Resilience from 11 % (2021) to 20% (2022). Decrease the % of students having 20 or more days absent from 8% (2021) to 7% in 2022. Parent Survey: Increase Teacher Communication from 76% (2021) to 82% (2022) Staff Survey Increase Shielding and Buffering from 79% (2021) to 82% (2022)
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs
Outcomes	Students will: <ul style="list-style-type: none"> understand what they are learning through the use of learning intentions and success criteria. Know what the next steps are to progress their learning Experience success and celebrate the acquisition of knowledge

	<p>Staff/Tutors will:</p> <ul style="list-style-type: none"> Identify student learning needs based on assessment data Implement differentiated teaching and learning to meet individual student needs Focus on precise learning intentions and co-constructed success criteria. Develop their collective capacity to scaffold student learning through the inquiry cycle. Provide regular feedback and monitor student progress. <p>Staff will participate in learning walks</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Identify students in need of targeted academic support or intervention Support teaching staff to build assessment and differentiation practices through clear processes and professional learning Monitor TLI through SIT Renew focus on learning intentions and success criteria Support PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Provide targeted academic support for students <p>Conduct whole staff PLTs with a focus on staff capacity to deliver a differentiated curriculum</p>			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation Planning documents will include learning intentions and success criteria. Notes from TLI meetings will show plans to support individual students' learning needs Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refresh Learning Walks with a focus on differentiation in the classroom. Staff will participate in at least one Learning Walk per term.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs meet weekly to analyse Common Assessment Task (CAT). <ul style="list-style-type: none"> • Four questions will drive the work in the PLCS. • 1. What do we want the children to learn? • 2. How will we teach it? • 3. How will we know they have learnt it? • 4. How will we respond when they have difficulty learning it? 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
School Improvement Team will use the Inquiry Cycle to (meet every three weeks) to monitor the impact of the Tutor Learning Program and set future direction	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In planning documents teachers will link learning intentions to the Victorian curriculum.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers use co-constructed success criteria to set learning goals on a regular basis.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Blend Intervention Program and Tutor Learning Program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,175.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Through the PLC Link school program build the teaching capacity of staff within and beyond the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to physical/social/emotional/cultural/civic wellbeing. Build staff capacity to notice and respond to signs of student distress through professional development			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Students will feel supported and engaged and contribute to a strong classroom culture • Students will have strong relationships with peers/staff <p>Teachers will:</p> <ul style="list-style-type: none"> • At-risk students will be identified and receive targeted support in a timely manner • Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers • Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use • Teachers will implement and model consistent routines • Have strong relationships with parents/carers, kin of all students <p>Leaders will:</p> <ul style="list-style-type: none"> • Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use • Leaders will ensure teachers and the school community have a shared common understanding of the whole school approach to supporting the physical, social, emotional, cultural and civic wellbeing 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • Students' engagement in wellbeing programs • Teacher reports of student wellbeing concerns • Documentation of resources for wellbeing programs 			

	<ul style="list-style-type: none"> • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns <p>Late indicators</p> <ul style="list-style-type: none"> • Students, staff and parent perception survey results • Attendance data • Health and wellbeing dashboards 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Partner with non-for-profit groups and external support agencies to provide targeted student support	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish protocols and processes to support at-risk students and organise weekly check-ins with families	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime school clubs that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will participate in targeted professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide at risk students with targeted support	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,799.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,175.00	\$11,875.00	\$300.00
Disability Inclusion Tier 2 Funding	\$1.00	\$0.00	\$1.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$27,475.63	\$27,174.63	\$301.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	\$4,500.00
Refresh Learning Walks with a focus on differentiation in the classroom. Staff will participate in at least one Learning Walk per term.	\$1,200.00
Blend Intervention Program and Tutor Learning Program	\$34,175.00
Establish lunchtime school clubs that promote healthy habits and positive relationships	\$2,000.00
Staff will participate in targeted professional learning	\$3,500.00
Provide at risk students with targeted support	\$11,799.00
Totals	\$57,174.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Refresh Learning Walks with a focus on differentiation in the classroom. Staff will participate in at least one Learning Walk per term.	from: Term 1 to: Term 4	\$1,200.00	<input checked="" type="checkbox"/> School-based staffing
Blend Intervention Program and Tutor Learning Program	from: Term 1 to: Term 4	\$4,175.00	<input checked="" type="checkbox"/> School-based staffing
Establish lunchtime school clubs that promote healthy habits and positive relationships	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$11,875.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staff will participate in targeted professional learning	from: Term 1 to: Term 4	\$3,500.63	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education
Provide at risk students with targeted support	from: Term 1 to: Term 4	\$11,799.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional
Totals		\$15,299.63	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Through TLI support students whose learning was disrupted due to COVID	\$30,326.00
Totals	\$30,326.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Through TLI support students whose learning was disrupted due to COVID	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Through TLI support students whose learning was disrupted due to COVID	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Through TLI support students whose learning was disrupted due to COVID	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Refresh Learning Walks with a focus on differentiation in the classroom. Staff will participate in at least one Learning Walk per term.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Through the PLC Link school program build the teaching capacity of staff within and beyond the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff will participate in targeted professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants To be confirmed	<input checked="" type="checkbox"/> On-site